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The Effect of Reading Comprehension Strategies Instruction on EFL Learners' Reading Anxiety Level

Abstract

This experimental study, using pretest-intervention-posttest design, investigated whether or not teaching English as a foreign language (EFL) learners to use comprehension strategies when they read English passages, decreases their English reading anxiety. The participants were 55 EFL learners in Turkey who were at lower-intermediate level based on the results of the Oxford Quick Placement Test. Data were collected via Saito, Garza, and Horwitz's (1999) Foreign Language Reading Anxiety Scale (FLRAS). The whole treatment/control period lasted for 11 weeks during a reading course. The experimental group (n = 28) received instruction in reading comprehension strategies (i.e., previewing, scanning for details, skimming, identifying the topic and main idea, finding supporting details, making inferences, understanding the author's purpose, making predictions, dealing with unfamiliar words, using context clues, and summarizing). The control group (n = 27) received instruction by traditional teaching methods (i.e., reading, paraphrasing, translating, and answering the exercises). The results of the Mann-Whitney U Test indicated that instruction in English reading comprehension strategies had a positive effect on EFL learners in terms of reducing their English reading anxiety.

Keywords: English as a foreign language (EFL), Reading comprehension strategies, English reading anxiety

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